



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3401 E. Wilds Road, Tucson, AZ 85739

Amphitheater Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Monica Nelson
Schedule : 07:30 AM to 04:30 PM
Grades : K-8
Web Address : www.amphi.com/schools/coronado
Phone Number : (520) 696-6610
Fax Number : (520) 696-6701
E-mail : mnelson@amphi.com

Mission

At Coronado K-8, we strive: to provide each child with appropriately challenging educational opportunities; to develop productive members of our community; to utilize a 'Pyramid of Interventions' so that failure is not an option; to create teamwork among teachers, administrators, parents/guardians, students, and community members in order to enhance learning; to help develop each student's character; and to provide a safe, positive, and caring learning environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Reading--(Grades K-8). Students will demonstrate application of a variety of comprehension strategies for understanding a wide range of text including functional text, technical material, and works of non-fiction and fiction. We emphasize vocabulary.
- ü Writing--(Grades K-8). Students will effectively use written language for a variety of purposes and with a variety of audiences. We will emphasize the 6-Trait Writing Rubric. We work with a variety of writing prompts to build student competencies.
- ü Character -- (Grades K-8). Students participate in a number of character programs and positive behavior supports. 'Paw Pride' stresses and supports 5 components: be respectful, be responsible, be cooperative, be kind, be proud.
- ü Math -- (Grades K-8). Students will use a wide variety of mathematical strategies to solve a broad range of real-world problems. We will utilize a cadre of tutors, math labs, and computer assisted math programs to bolster skills of our students.

Enrollment

October 1, 2005 School Year Student Enrollment : 1181
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 50

Instructional Programs

- ü Flexible Reading Groupings (K-5)
- ü Title I Support (K-5)
- ü Articulated Math Program (K-8)
- ü Gifted/Special Ed/SEI on Site
- ü Mentoring, Tutoring, and Seminar
- ü Fine Arts programs (K-8)
- ü Six-Traits Writing-Across-the-Curriculum
- ü Humanities (Gifted 6-8)

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 12 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We partner with our parents, providing educational opportunities for students that allow them to achieve to the best of their ability. We communicate to parents through weekly Nelson's News and newsletters, student progress reports(available on-line with passwords), parent handbooks, district Code of Conduct, conferences, and homework hotline. We provide a learning environment that allows students to feel safe, secure, and respected. We provide tutorial and remedial assistance as needed.

Parents

We ask our parents to provide safe, loving, supportive homes for their children. We need them to provide an environment that supports education; they are our partners in the educational process, providing a place and time for daily homework practice. Parents should model a love of learning and support good study habits. We ask that they support personal excellence for their children throughout the year. We ask them to frequently check grades on-line and contact teachers with any questions.

Transportation Policy

Transportation is provided for students. It is a privilege, not a right. Only students in our attendance area are eligible to ride the bus. Transportation is provided for students as follows: 1/2 mile for K-3; 1 mile for grades 4 and 5; 1 3/4 miles for 6-8.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 74 Presidential Awards - Academic Excellence (8th gr.)	2005
ü State Championship in Project Citizen Competition	2005
ü MathCounts Team -- 5th in State Competition	2005
ü Two spellers advanced to the Regional Spelling Bee	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1211	80010	97	99	99	458	456	447	4	8	10	17	15	18	57	55	53	22	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	581	38935	100	100	99	454	453	447	4	7	9	23	18	19	47	55	55	26	20	17
Male	45	628	40974	94	98	98	462	460	448	4	8	11	11	13	18	67	54	52	18	26	19
African American	NC	63	4201	NC	98	99	NC	432	430	NC	22	17	NC	16	23	NC	51	51	NC	11	9
Hispanic	31	450	34545	100	99	99	431	434	432	10	13	14	32	25	24	48	53	53	10	10	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	477	474	NC	4	4	NC	2	10	NC	60	50	NC	35	36
American Indian/Alaskan Native	NC	35	3979	NC	100	96	NC	441	424	NC	11	17	NC	14	30	NC	66	47	NC	9	6
White	55	609	35142	95	99	99	473	474	465	2	2	5	11	9	11	58	55	56	29	33	28
Students with Disabilities	NC	203	10161	NC	98	93	NC	431	419	NC	18	28	NC	27	28	NC	44	36	NC	11	8
Students without Disabilities	84	1008	69849	97	99	100	460	461	451	4	6	7	17	13	17	57	57	56	23	25	19
Limited English Proficient Students	NC	117	14013	NC	97	97	NC	404	413	NC	32	24	NC	35	34	NC	32	39	NC	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	39	574	39029	95	96	98	437	434	432	10	13	14	26	23	25	51	56	52	13	8	9
Non-Economically Disadvantaged	53	637	40981	98	100	100	473	477	462	NA	3	6	11	8	13	60	53	54	28	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1213	79438	97	99	98	457	458	451	4	8	9	24	20	24	57	57	56	15	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	583	38775	100	100	99	457	461	457	6	7	7	19	20	22	55	58	58	19	15	13
Male	45	628	40560	94	98	97	456	456	446	2	9	12	29	20	25	58	57	54	11	14	9
African American	NC	64	4178	NC	100	98	NC	435	439	NC	20	13	NC	20	29	NC	55	52	NC	5	6
Hispanic	31	451	34297	100	99	98	429	435	434	13	13	14	39	33	31	42	49	50	6	5	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	477	475	NC	4	3	NC	8	15	NC	65	63	NC	23	20
American Indian/Alaskan Native	NC	35	3940	NC	100	95	NC	434	429	NC	11	14	NC	46	36	NC	40	47	NC	3	3
White	55	609	34887	95	99	98	472	478	471	NA	3	4	16	11	15	64	64	63	20	22	18
Students with Disabilities	NC	202	9588	NC	98	88	NC	428	416	NC	22	30	NC	28	32	NC	44	34	NC	7	5
Students without Disabilities	84	1011	69850	97	100	100	459	464	456	4	5	7	23	19	23	57	60	59	17	16	12
Limited English Proficient Students	NC	118	13856	NC	98	96	NC	393	407	NC	43	27	NC	33	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	39	575	38685	95	96	97	438	434	435	10	13	14	31	33	32	51	50	50	8	4	5
Non-Economically Disadvantaged	53	638	40753	98	100	99	471	480	467	NA	4	5	19	9	16	60	64	62	21	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1212	79971	97	99	99	405	434	423	10	7	8	54	35	41	33	50	49	3	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	581	38974	98	100	99	416	447	437	7	5	5	48	27	33	41	58	57	4	10	4
Male	46	629	40895	96	99	98	395	422	410	13	9	10	61	42	47	24	43	41	2	6	2
African American	NC	64	4203	NC	100	99	NC	395	411	NC	22	11	NC	38	45	NC	34	43	NC	6	2
Hispanic	30	449	34481	97	99	99	374	419	410	17	10	10	63	42	46	20	44	43	NA	4	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	458	449	NC	4	4	NC	21	28	NC	60	60	NC	15	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	410	409	NC	9	10	NC	49	47	NC	40	42	NC	3	1
White	56	610	35150	97	99	99	421	448	437	7	4	5	46	30	35	41	56	56	5	10	5
Students with Disabilities	NC	202	10258	NC	98	94	NC	394	377	NC	17	23	NC	44	51	NC	38	25	NC	1	1
Students without Disabilities	84	1010	69713	97	100	100	413	441	429	7	5	5	55	33	39	35	53	52	4	9	3
Limited English Proficient Students	NC	115	13985	NC	95	97	NC	368	382	NC	30	18	NC	42	54	NC	28	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	39	575	38994	95	96	98	384	413	409	15	10	10	59	45	47	26	42	41	NA	3	1
Non-Economically Disadvantaged	53	637	40977	98	100	100	421	452	437	6	4	5	51	25	34	38	58	56	6	12	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	1230	80147	98	97	99	491	492	482	8	7	11	17	15	17	44	47	49	31	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	595	39281	100	98	99	484	492	483	6	6	9	22	15	17	50	48	50	22	31	24
Male	52	634	40780	96	96	98	495	492	482	10	8	12	13	15	17	40	47	48	37	30	24
African American	NC	54	4249	NC	96	99	NC	478	464	NC	11	17	NC	13	22	NC	56	48	NC	20	13
Hispanic	40	451	33494	98	97	99	483	473	466	13	10	15	18	23	23	45	50	49	25	17	14
Asian/Pacific Islander	--	41	2103	--	100	99	--	526	515	--	NA	4	--	5	8	--	37	44	--	59	45
American Indian/Alaskan Native	--	25	4117	--	100	96	--	465	456	--	8	19	--	32	27	--	56	46	--	4	8
White	46	658	36122	98	97	99	494	505	501	4	5	5	17	10	10	46	46	50	33	39	35
Students with Disabilities	13	190	10295	93	88	92	448	459	443	31	24	33	23	26	26	46	36	33	NA	14	8
Students without Disabilities	75	1040	69852	99	99	100	498	498	488	4	4	7	16	13	16	44	50	51	36	33	26
Limited English Proficient Students	NC	150	12722	NC	96	97	NC	442	441	NC	21	27	NC	37	33	NC	39	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	47	568	38371	96	96	97	479	469	465	11	12	15	26	23	23	45	51	49	19	14	13
Non-Economically Disadvantaged	41	662	41776	100	99	100	503	512	498	5	3	6	7	9	11	44	45	49	44	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	1231	79686	98	97	98	470	477	470	10	9	11	25	21	24	57	58	57	8	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	594	39163	100	98	99	471	482	475	11	8	9	31	19	22	47	61	60	11	13	10
Male	52	636	40438	96	97	97	469	473	465	10	10	13	21	24	25	63	56	54	6	10	7
African American	NC	54	4228	NC	96	98	NC	463	458	NC	19	15	NC	17	28	NC	61	53	NC	4	4
Hispanic	40	450	33299	98	97	98	460	457	452	15	13	17	20	34	32	63	50	47	3	4	3
Asian/Pacific Islander	--	41	2097	--	100	99	--	489	490	--	5	5	--	10	13	--	78	68	--	7	14
American Indian/Alaskan Native	--	25	4087	--	100	96	--	461	446	--	8	16	--	36	38	--	52	44	--	4	2
White	46	660	35914	98	98	98	476	492	489	7	5	5	30	14	15	50	63	67	13	18	14
Students with Disabilities	13	190	9808	93	88	87	412	440	432	46	31	35	38	27	32	15	37	30	NA	5	3
Students without Disabilities	75	1041	69878	99	100	100	480	484	475	4	5	8	23	20	23	64	62	61	9	12	9
Limited English Proficient Students	NC	149	12594	NC	95	96	NC	419	422	NC	34	34	NC	50	45	NC	15	21	NC	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	47	567	38095	96	96	97	457	453	452	15	16	17	28	33	32	53	49	48	4	3	3
Non-Economically Disadvantaged	41	664	41591	100	99	99	485	498	486	5	3	6	22	11	16	61	67	65	12	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1231	80372	99	97	99	458	480	475	4	4	4	43	29	30	52	64	64	1	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	595	39452	97	98	99	475	491	488	6	4	3	29	22	22	63	70	72	3	5	3
Male	54	635	40836	100	97	98	447	470	464	4	4	6	52	35	37	44	58	56	NA	3	1
African American	NC	54	4264	NC	96	99	NC	465	465	NC	6	5	NC	31	35	NC	61	59	NC	2	1
Hispanic	41	450	33608	100	97	99	460	463	462	2	6	6	41	39	36	56	52	57	NA	3	1
Asian/Pacific Islander	--	41	2098	--	100	99	--	504	500	--	2	2	--	12	16	--	78	75	--	7	7
American Indian/Alaskan Native	--	25	4128	--	100	97	--	460	464	--	8	4	--	40	39	--	44	56	--	8	1
White	46	660	36213	98	98	99	455	492	489	7	3	2	46	22	22	46	72	72	2	4	3
Students with Disabilities	14	192	10526	100	88	94	418	441	427	14	11	15	57	46	53	29	41	31	NA	2	1
Students without Disabilities	75	1039	69846	99	99	100	466	486	482	3	3	3	40	25	26	56	68	69	1	4	2
Limited English Proficient Students	NC	148	12747	NC	94	97	NC	419	432	NC	14	12	NC	58	52	NC	28	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	48	569	38521	98	96	98	449	457	461	6	6	6	44	41	38	50	51	55	NA	1	1
Non-Economically Disadvantaged	41	662	41851	100	99	100	469	499	489	2	2	3	41	18	22	54	75	72	2	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1240	79306	98	98	99	506	518	504	7	8	13	17	17	20	62	48	49	14	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	640	38845	96	98	99	511	519	505	4	7	11	14	16	20	64	49	50	18	28	18
Male	42	598	40383	100	97	98	499	516	504	10	10	14	21	18	19	60	46	47	10	26	19
African American	NC	50	4171	NC	96	98	NC	480	485	NC	20	20	NC	32	26	NC	38	44	NC	10	10
Hispanic	36	440	32673	100	97	99	503	497	487	11	14	18	11	25	25	61	47	46	17	15	10
Asian/Pacific Islander	--	42	2147	--	95	99	--	543	539	--	2	5	--	10	10	--	45	46	--	43	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	498	479	NC	13	22	NC	30	29	NC	35	43	NC	22	7
White	53	682	36234	96	98	99	507	533	523	4	4	6	23	11	13	62	49	52	11	35	28
Students with Disabilities	NC	157	10286	NC	87	91	NC	470	462	NC	28	41	NC	40	27	NC	27	27	NC	4	5
Students without Disabilities	84	1083	69020	98	100	100	509	524	510	5	5	9	15	14	18	64	51	52	15	30	21
Limited English Proficient Students	--	79	10291	--	95	96	--	450	458	--	38	38	--	38	34	--	24	26	--	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	50	498	37437	98	95	97	496	489	486	8	14	19	28	30	26	52	45	46	12	11	9
Non-Economically Disadvantaged	42	742	41869	98	99	100	518	537	521	5	4	7	5	9	14	74	49	51	17	38	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1242	79000	98	98	98	493	498	489	1	6	10	24	20	24	71	62	58	4	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	643	38774	96	98	99	501	503	494	NA	4	7	20	17	22	74	66	61	6	13	10
Male	42	597	40150	100	97	98	484	493	485	2	8	12	29	23	25	67	59	55	2	10	8
African American	NC	50	4153	NC	96	98	NC	465	476	NC	16	13	NC	36	30	NC	48	53	NC	NA	4
Hispanic	36	438	32508	100	97	98	489	478	472	NA	11	15	31	29	33	64	56	49	6	4	3
Asian/Pacific Islander	--	42	2142	--	95	99	--	510	510	--	5	4	--	10	14	--	69	67	--	17	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	485	467	NC	4	14	NC	30	37	NC	57	46	NC	9	2
White	53	686	36135	96	98	98	495	513	508	2	2	4	21	13	14	74	67	67	4	17	15
Students with Disabilities	NC	160	9991	NC	88	88	NC	459	449	NC	19	33	NC	44	36	NC	32	29	NC	6	2
Students without Disabilities	84	1082	69009	98	99	100	495	504	495	1	4	6	21	16	22	73	67	62	5	13	10
Limited English Proficient Students	--	77	10199	--	93	95	--	431	439	--	40	35	--	52	47	--	8	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	50	497	37234	98	95	97	483	474	472	2	12	15	32	32	33	64	53	50	2	3	3
Non-Economically Disadvantaged	42	745	41766	98	100	99	506	515	505	NA	2	5	14	12	16	79	69	65	7	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1238	79611	99	98	99	508	515	496	1	4	7	41	29	37	57	64	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	644	39016	98	98	99	532	532	511	NA	2	4	25	21	29	73	74	66	2	3	1
Male	42	592	40519	100	96	98	479	496	482	2	7	10	60	39	44	38	54	46	NA	1	0
African American	NC	50	4188	NC	96	98	NC	479	486	NC	14	9	NC	30	40	NC	56	50	NC	NA	0
Hispanic	36	438	32855	100	97	99	507	497	481	3	7	10	33	39	43	64	53	47	NA	1	0
Asian/Pacific Islander	--	42	2149	--	95	100	--	541	519	--	NA	4	--	24	24	--	67	70	--	10	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	505	478	NC	4	10	NC	30	46	NC	65	44	NC	NA	0
White	54	682	36380	98	98	99	506	528	511	NA	3	4	48	23	30	50	71	65	2	3	1
Students with Disabilities	NC	155	10664	NC	86	94	NC	453	440	NC	17	23	NC	55	54	NC	27	22	NC	1	1
Students without Disabilities	85	1083	68947	99	100	100	512	523	504	1	3	4	38	26	34	60	69	61	1	2	1
Limited English Proficient Students	--	77	10362	--	93	97	--	427	438	--	26	22	--	56	57	--	18	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	51	498	37626	100	95	98	500	487	479	2	7	10	45	45	45	53	47	45	NA	1	0
Non-Economically Disadvantaged	42	740	41985	98	99	100	517	534	511	NA	2	4	36	19	30	62	76	65	2	3	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	221	1244	79327	99	95	98	536	528	518	9	11	19	15	19	20	48	51	46	27	19	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	631	38961	99	97	98	536	530	520	6	10	16	18	18	20	50	54	48	25	18	16
Male	110	610	40295	98	93	97	536	527	516	12	12	21	13	20	19	46	48	44	29	19	16
African American	NC	42	4247	NC	88	98	NC	503	499	NC	24	27	NC	24	24	NC	43	41	NC	10	8
Hispanic	49	418	32327	98	94	98	507	503	499	22	20	27	24	27	25	43	45	41	10	7	8
Asian/Pacific Islander	NC	41	1939	NC	98	99	NC	548	556	NC	5	6	NC	7	10	NC	59	47	NC	29	36
American Indian/Alaskan Native	NC	28	4391	NC	85	96	NC	511	489	NC	21	32	NC	21	27	NC	50	36	NC	7	4
White	158	714	36373	99	97	98	546	544	538	4	6	10	14	15	14	49	54	52	33	26	25
Students with Disabilities	25	146	9321	100	72	87	470	476	467	44	39	54	36	36	22	16	20	21	4	5	3
Students without Disabilities	196	1098	70006	99	100	100	544	534	524	5	8	14	13	17	19	53	55	49	30	21	18
Limited English Proficient Students	NC	86	9431	NC	90	95	NC	466	466	NC	48	53	NC	34	27	NC	19	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	50	487	37097	96	90	97	500	502	498	26	21	27	20	27	25	48	45	41	6	6	7
Non-Economically Disadvantaged	171	757	42230	100	99	99	546	545	535	4	5	11	14	14	15	49	54	50	33	27	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	221	1271	79501	99	97	98	519	505	497	5	8	10	12	21	25	72	65	60	11	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	110	639	39062	99	98	99	523	512	502	4	6	8	13	18	23	68	68	64	15	8	5
Male	110	628	40368	98	96	98	516	499	491	5	9	13	12	25	27	75	62	57	7	4	3
African American	NC	47	4279	NC	98	99	NC	484	485	NC	15	14	NC	30	30	NC	51	54	NC	4	2
Hispanic	49	432	32389	98	97	98	495	479	478	16	16	16	22	35	34	55	47	48	6	2	1
Asian/Pacific Islander	NC	41	1936	NC	98	99	NC	516	519	NC	5	3	NC	10	14	NC	83	73	NC	2	9
American Indian/Alaskan Native	NC	30	4401	NC	91	96	NC	487	473	NC	17	17	NC	27	40	NC	57	43	NC	NA	1
White	158	719	36446	99	98	99	528	523	516	1	2	4	9	13	15	77	76	73	13	8	7
Students with Disabilities	25	172	9411	100	85	88	464	466	453	20	22	36	52	45	36	28	33	26	NA	1	1
Students without Disabilities	196	1099	70090	99	100	100	526	511	502	3	6	7	7	18	24	78	70	65	13	7	5
Limited English Proficient Students	NC	90	9401	NC	94	94	NC	430	443	NC	54	40	NC	38	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	50	509	37183	96	94	97	489	478	479	14	16	16	22	35	34	60	48	49	4	1	1
Non-Economically Disadvantaged	171	762	42318	100	100	99	528	523	513	2	2	5	9	12	17	75	77	70	13	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	223	1268	80000	100	97	99	573	573	564	1	2	3	11	9	11	70	70	75	17	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	111	644	39288	100	99	99	592	589	579	NA	1	2	6	4	6	67	68	77	27	26	16
Male	111	622	40644	99	95	98	555	557	549	3	4	4	16	13	15	74	72	74	7	11	7
African American	NC	46	4307	NC	96	99	NC	552	551	NC	4	4	NC	11	13	NC	74	75	NC	11	7
Hispanic	50	430	32672	100	96	99	555	550	548	2	4	4	22	13	14	62	75	76	14	9	6
Asian/Pacific Islander	NC	40	1945	NC	95	99	NC	590	592	NC	3	1	NC	8	4	NC	60	69	NC	30	25
American Indian/Alaskan Native	NC	30	4424	NC	91	97	NC	544	549	NC	7	3	NC	13	14	NC	73	77	NC	7	5
White	159	721	36602	99	98	99	580	589	579	1	1	2	8	6	7	73	67	75	18	25	16
Students with Disabilities	25	170	9919	100	84	93	503	523	505	8	5	9	48	30	35	40	59	54	4	6	2
Students without Disabilities	198	1098	70081	100	100	100	582	580	571	1	2	2	7	5	7	74	72	79	19	21	12
Limited English Proficient Students	NC	91	9571	NC	95	96	NC	482	502	NC	14	10	NC	35	29	NC	51	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	51	506	37534	98	94	98	538	546	547	2	4	4	25	14	15	65	76	76	8	6	5
Non-Economically Disadvantaged	172	762	42466	100	100	100	584	591	578	1	2	2	7	5	7	72	66	75	20	27	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	201	1252	78546	97	94	97	568	558	543	5	9	15	10	14	18	55	55	52	29	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	88	618	38645	98	96	98	568	558	545	5	8	13	9	13	18	59	58	54	27	20	15
Male	112	633	39792	96	91	97	569	559	542	6	10	17	12	14	17	51	52	50	31	23	15
African American	NC	52	4205	NC	88	97	NC	531	524	NC	19	22	NC	15	22	NC	56	49	NC	10	7
Hispanic	50	423	31177	94	91	97	544	535	524	14	17	22	12	22	23	58	50	48	16	11	7
Asian/Pacific Islander	NC	35	1940	NC	95	99	NC	577	580	NC	9	5	NC	9	9	NC	46	53	NC	37	33
American Indian/Alaskan Native	NC	16	4689	NC	84	95	NC	549	515	NC	13	28	NC	19	25	NC	56	43	NC	13	4
White	142	726	36450	98	96	97	578	573	563	2	4	7	9	9	12	55	58	57	34	29	23
Students with Disabilities	14	93	8093	74	57	82	498	506	489	29	35	50	50	28	24	21	34	23	NA	2	2
Students without Disabilities	187	1159	70453	99	99	100	574	562	549	4	7	11	7	13	17	57	57	56	32	23	16
Limited English Proficient Students	NC	86	9323	NC	86	94	NC	494	491	NC	43	47	NC	34	28	NC	22	24	NC	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	41	456	34694	89	87	96	543	534	524	10	17	23	15	23	23	61	50	48	15	10	7
Non-Economically Disadvantaged	160	796	43852	99	98	99	575	572	559	4	5	10	9	8	13	53	58	56	33	29	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	207	1305	79045	100	98	98	533	523	512	5	7	10	15	21	25	67	62	58	13	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	637	38860	99	99	98	544	530	519	2	5	7	10	19	22	69	64	62	19	12	8
Male	117	667	40075	100	96	97	523	515	505	7	9	12	20	24	28	67	61	54	7	6	6
African American	NC	56	4250	NC	95	98	NC	511	500	NC	7	12	NC	34	31	NC	54	54	NC	5	3
Hispanic	53	446	31314	100	96	98	510	499	493	9	13	16	26	33	34	60	50	48	4	4	2
Asian/Pacific Islander	NC	36	1949	NC	97	99	NC	525	536	NC	8	4	NC	14	15	NC	72	66	NC	6	15
American Indian/Alaskan Native	NC	19	4719	NC	100	96	NC	501	489	NC	16	15	NC	32	39	NC	47	45	NC	5	2
White	145	748	36730	100	99	98	541	538	532	3	3	4	10	14	16	71	70	68	15	13	12
Students with Disabilities	19	145	8552	100	90	87	458	469	463	47	28	35	37	46	40	16	23	23	NA	3	1
Students without Disabilities	188	1160	70493	100	99	100	540	529	517	1	4	7	13	18	24	72	67	62	14	10	8
Limited English Proficient Students	NC	91	9355	NC	91	95	NC	453	456	NC	41	37	NC	45	48	NC	14	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	44	493	34922	96	94	96	505	498	493	9	14	15	32	32	34	55	51	48	5	4	3
Non-Economically Disadvantaged	163	812	44123	100	100	99	540	537	527	4	3	6	11	15	18	71	69	66	15	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	207	1297	79657	100	97	99	574	580	566	2	2	3	5	5	8	91	90	87	2	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	631	39120	99	98	99	591	593	580	NA	1	2	1	2	4	98	93	92	1	4	2
Male	117	665	40423	100	96	98	561	567	553	3	3	5	9	8	12	85	86	83	3	2	1
African American	NC	54	4290	NC	92	99	NC	580	560	NC	NA	4	NC	9	9	NC	91	86	NC	NA	1
Hispanic	53	444	31642	100	95	99	558	562	552	4	4	5	9	8	11	87	86	84	NA	1	0
Asian/Pacific Islander	NC	37	1948	NC	100	99	NC	581	589	NC	3	1	NC	8	3	NC	84	91	NC	5	4
American Indian/Alaskan Native	NC	19	4760	NC	100	97	NC	563	547	NC	NA	5	NC	16	14	NC	79	81	NC	5	0
White	145	743	36929	100	98	99	580	590	579	1	1	2	4	3	5	92	92	91	3	4	2
Students with Disabilities	19	128	9069	100	79	92	503	531	508	16	10	11	16	16	30	68	73	58	NA	1	1
Students without Disabilities	188	1169	70588	100	99	100	582	585	573	1	1	2	4	4	5	93	92	91	2	3	1
Limited English Proficient Students	NC	91	9521	NC	91	96	NC	504	507	NC	15	13	NC	25	24	NC	59	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	44	486	35341	96	93	97	553	560	551	5	4	5	11	9	12	84	86	83	NA	1	0
Non-Economically Disadvantaged	163	811	44316	100	100	100	580	591	578	1	1	2	4	3	5	93	92	90	2	4	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	207	1247	78400	96	92	97	574	568	554	11	14	21	16	17	19	51	52	47	22	17	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	609	38686	97	94	98	570	562	554	12	16	20	16	19	20	52	51	49	20	15	12
Male	99	636	39636	93	91	96	579	574	554	8	11	23	17	16	18	51	54	46	24	19	13
African American	NC	53	4193	NC	87	97	NC	536	533	NC	25	32	NC	28	23	NC	43	40	NC	4	5
Hispanic	46	386	30732	94	89	97	548	544	534	22	24	31	24	25	24	46	44	40	9	8	5
Asian/Pacific Islander	NC	36	1827	NC	100	99	NC	615	594	NC	3	8	NC	19	12	NC	36	49	NC	42	31
American Indian/Alaskan Native	--	14	4536	--	88	95	--	569	528	--	7	35	--	21	25	--	57	37	--	14	4
White	148	756	37038	95	94	97	580	580	575	7	8	11	15	12	14	53	58	56	25	21	19
Students with Disabilities	17	100	7840	74	53	81	516	516	498	47	43	60	18	24	18	35	32	20	NA	1	2
Students without Disabilities	190	1147	70560	99	99	99	579	572	560	7	11	17	16	17	19	52	54	50	24	18	14
Limited English Proficient Students	NC	70	8956	NC	84	95	NC	492	502	NC	64	56	NC	21	25	NC	14	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	40	414	33014	91	86	95	540	540	534	30	25	31	23	23	24	40	45	40	8	6	5
Non-Economically Disadvantaged	167	833	45386	98	96	99	582	581	569	6	8	15	15	14	15	53	56	52	26	22	18

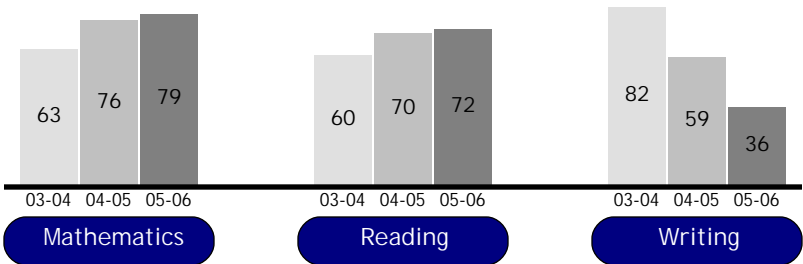
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	211	1319	79179	98	98	98	536	527	519	3	9	11	19	22	27	71	62	58	6	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	635	38974	97	98	99	538	530	524	4	8	8	14	21	25	76	63	61	6	7	5
Male	103	682	40124	97	97	97	534	525	513	3	11	13	24	22	28	66	62	54	7	6	4
African American	NC	56	4243	NC	92	98	NC	502	506	NC	20	14	NC	23	32	NC	57	51	NC	NA	3
Hispanic	49	423	30987	100	97	98	512	501	498	8	17	17	31	36	36	59	45	45	2	2	1
Asian/Pacific Islander	NC	36	1832	NC	100	99	NC	555	543	NC	3	4	NC	17	17	NC	61	69	NC	19	10
American Indian/Alaskan Native	--	15	4573	--	94	96	--	538	494	--	7	16	--	13	41	--	73	42	--	7	1
White	149	787	37467	96	98	98	542	542	539	2	5	5	16	14	17	75	72	70	7	9	8
Students with Disabilities	23	175	8567	100	93	88	483	471	467	22	35	39	48	40	38	30	24	22	NA	1	1
Students without Disabilities	188	1144	70612	98	98	99	543	535	524	1	6	7	16	19	25	76	68	62	7	7	5
Limited English Proficient Students	NC	79	9013	NC	95	95	NC	445	461	NC	59	40	NC	35	48	NC	5	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	40	455	33345	91	94	96	505	498	499	8	19	17	33	34	36	60	47	46	NA	1	1
Non-Economically Disadvantaged	171	864	45834	100	99	99	544	543	533	2	5	7	16	16	19	74	71	67	8	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	213	1308	79734	99	97	99	573	564	554	1	2	3	12	16	19	85	81	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	633	39243	100	98	99	581	573	568	NA	1	2	11	12	12	87	86	85	2	0	1
Male	102	673	40413	96	96	98	566	555	541	2	3	4	13	19	26	84	77	70	1	1	0
African American	NC	56	4285	NC	92	99	NC	537	548	NC	9	3	NC	21	22	NC	70	74	NC	NA	0
Hispanic	49	415	31254	100	95	99	555	541	539	2	4	5	20	26	25	78	70	70	NA	0	0
Asian/Pacific Islander	NC	36	1837	NC	100	99	NC	581	579	NC	3	1	NC	11	9	NC	83	87	NC	3	2
American Indian/Alaskan Native	--	14	4613	--	88	97	--	560	535	--	NA	4	--	21	29	--	79	67	--	NA	0
White	151	785	37668	97	98	99	576	577	569	1	1	1	9	10	13	87	88	85	2	1	1
Students with Disabilities	22	152	8943	96	81	92	524	505	495	NA	7	11	50	51	51	50	41	38	NA	1	1
Students without Disabilities	191	1156	70791	99	99	100	578	571	561	2	2	2	7	11	15	90	87	83	2	1	0
Limited English Proficient Students	NC	77	9138	NC	93	97	NC	461	492	NC	22	13	NC	56	46	NC	22	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	42	450	33718	95	93	97	543	534	538	2	5	5	33	29	26	62	66	69	2	0	0
Non-Economically Disadvantaged	171	858	46016	100	99	100	580	579	567	1	1	2	6	9	14	91	90	84	1	1	1

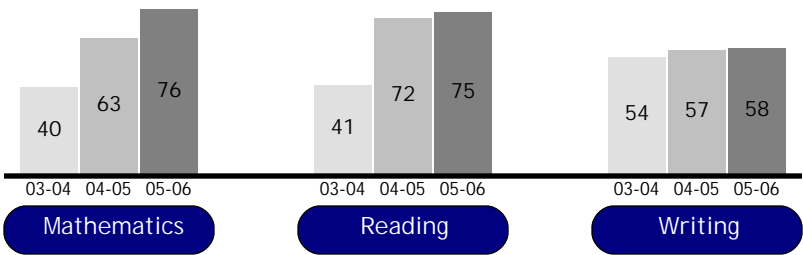
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

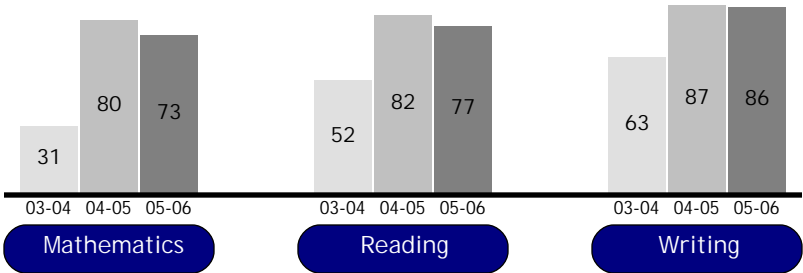
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	54	NA	58	100	55	54	47	100	63	56	46
	Language	96	46	59	50	100	64	55	47	100	61	54	48
	Mathematics	92	70	72	64	100	62	58	50	100	59	58	52
3	Reading	92	45	NA	55	100	43	49	44	99	50	54	46
	Language	94	56	68	61	100	46	48	44	99	50	52	46
	Mathematics	94	58	71	61	100	56	57	51	99	56	63	52
4	Reading	97	46	NA	56	100	50	54	48	100	44	58	52
	Language	96	43	59	52	100	52	54	49	100	52	58	52
	Mathematics	100	54	72	61	100	51	59	53	100	58	65	58
5	Reading	94	48	NA	55	99	50	55	50	99	61	63	56
	Language	90	44	60	49	99	48	55	50	99	58	61	54
	Mathematics	95	58	78	63	99	49	56	49	99	54	61	52
6	Reading	96	67	NA	56	99	66	57	51	100	72	61	56
	Language	93	67	61	48	99	62	55	47	100	65	58	50
	Mathematics	94	81	80	66	99	63	61	52	100	72	65	58
7	Reading	97	65	NA	54	100	61	53	50	100	67	61	54
	Language	92	73	70	58	100	66	58	52	100	70	67	58
	Mathematics	91	74	74	62	100	61	57	50	97	70	67	54
8	Reading	94	61	NA	55	99	63	54	51	100	68	63	58
	Language	94	61	67	52	99	62	56	50	99	65	63	56
	Mathematics	94	68	71	61	99	63	59	53	97	70	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 5 Teacher(s)
 5 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

Ü Schoolwide Planning
 Ü School Climate
 Ü Information Sharing
 Ü Title I Budget Input
 Ü Parent/Educator/Community Relations
 Ü Tax credit budget items

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	70.49
Other Professional Staff	4.00	Teacher Aide	2.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	15	5	1	0
7 to 9 years	4	6	0	0
10 or more years	11	15	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	234
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Closed Circuit Broadcasting System	Ü Internet Accessibility in Each Classroom
Ü Four Computer Labs (MAC and PC)	Ü Library Media Center

Extracurricular Activities

Ü After-school tutoring (elem)	Ü Student Initiated Clubs (Elem and M.S.)
Ü Orchestra/Band/Chorus	Ü NJHS
Ü Athletics	Ü Electives (M.S.)
Ü Student Government	Ü After-school tutoring (M.S.)

Social Services

Ü PAL (Before/After School Care)	Ü Family Advocate
Ü School Social Worker	Ü Kids Closet (Fall/Spring)
Ü Middle School Counselor	Ü Parenting Groups
Ü Head Start	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Reading was our top instructional goal for 301 purposes. Our goal was that 80% of continuously enrolled students would make a year's progress. We exceeded that goal: 85.4% of our students made a minimum of one year's progress.
- ü Developed humanities classes (social studies, reading, art, music, and cultural anthropology) for gifted middle schoolers to better meet their academic needs. Humanities incorporates content area and gifted teachers' expertise.
- ü Implemented the Measure of Academic Progress assessments for data driven decisions in reading, writing, and math (grades 2-8). Data is used for academic planning purposes. Assessments are made in fall, mid-winter, and spring.
- ü Teachers worked with grade level or content area colleagues in creating curriculum maps for the year. Discussion included articulated instruction throughout the grade levels. We met with our feeder school and high school to continue the process.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school has started several character building programs designed to acknowledge students who are doing the right thing. Teachers, administrators, our SRO, and security personnel are a visible presence on campus. We have worked hard to build a comfort zone where our students feel confident in reporting things that concern them. We have school-wide presentations on safety expectations. Counselors are available to all students. DARE officers work with our fifth and seventh grade students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Monica Nelson	(520) 696-6627
Transportation Policy	Mark Lappitt	(520) 696-3780
Community Resources	Susie Peck	(520) 696-6625
School Nutrition Programs	Gail Lonergan	(520) 696-6646
Parent Organization	Jack McCabe	(520) 297-3029
Student Health/Nurse	Kathy O'Brien	(520) 696-6617

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 500 Copies = \$194.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.